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The growth of guidance programs in elementary schools has been rapid in recent years as industrialization, urbanization, population growth and mobility, and occupational specialization have called for individualized education beginning in the early years. This paper discusses (a) the relationship of elementary guidance to instruction, with guidance as a point of view and a process, and (b) guidance functions. The need for elementary guidance is based philosophically on commitment to the individual, valuation of the search for meaning, freedom to grow, and opportunity for optimal development. Psychologically, it is based on concern for individual differences, shared developmental needs, exceptional needs, learning difficulties, and behavior and adjustment problems. Relevant social conditions are concern for the culturally disadvantaged, dropouts and unemployment problems, crime and delinquency, and the mental health movement. The expanding body of research supporting the need for a planned elementary guidance program is summarized. Discussion turns to the development of such a guidance program, proposing rationale and strategies, and emphasizing a team approach. (BP)

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A RATIONALE FOR GUIDANCE IN THE ELEMENTARY SCHOOL

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INTRODUCTION

The growth of guidance in the elementary schools has been rapid in the past fifteen years. Most, if not all, of the textbooks on the subject have appeared only since 1952, and these have been addressed primarily to the role of the classroom teacher in elementary guidance. Recently in stated opinions as well as in empirical studies of roles and functions of elementary guidance specialists, the writers have indicated the need for and the growing importance of pupil personnel specialists to complement the instructional and guidance functions of the classroom teacher. The pupil personnel specialist to emerge most recently and with great rapidity is the elementary school counselor.

Certain sociological forces in our society have made demands upon education which have had implications for elementary guidance. Industrialization, urbanization, population growth and mobility, and occupational specialization have made it imperative that we individualize education. The alarming increase of mental illness, juvenile delinquency, and crime in our nation calls for positive, preventive programs to personalize education in the schools, particularly in the early years. Likewise, preventive action is expected to save the school dropout from his social and economic plight.

Paramount to the above social phenomena, has been an increasing concern for the economically deprived and culturally disadvantaged children. Federal, state, and local resources have been mobilized to provide compensatory education programs to bring these youth into the

mainstream of the educational process. The impact of the elementary school has been regarded as a major force in changing the patterns of life that perpetuate this economic deprivation and cultural disadvantage.

Concurrently with the recognition of the social and economic needs as discussed above and which call for remedial and preventive action there has been evolving a concept of developmental guidance as a process which is cumulative and continuous for all pupils from kindergarten through adult education. A team approach is utilized in which the guidance efforts are centered upon the common and differential needs and problems of all children and their progressive order of growth as dynamic human beings.

GUIDANCE AND INSTRUCTION

An examination of the guidance literature reveals that every writer commenting on guidance generates his own definition, thus creating a semantic quandary through which we have to interpret our way. I shall modify the basic concepts in Steward's (1965) definition to provide a basis for discussing a rationale for elementary guidance.

> Guidance is the facilitation of growth and learning by encouraging a person to know himself, to test this self-knowledge against reality, and to implement the self-concept in the form of meaningful life experiences which will benefit the individual and his society.

Guidance as conceived in this paper, is a broad function of life in general and of the school in particular, which has as its central purpose the growth of the individual in healthy positive directions. The concern then is helping the person to be open to his experiences so that

the potential for change is continually propelling the individual toward realization of his most creative self. In a general sense, guidance becomes a responsibility of all those who are concerned about an individual's growth and development including parents, teachers, principals, counselors, and significant others.

Guidance as a Point of View

Guidance may be defined as a point of view, a process and a service. As a point of view, the following statements are descriptive of how the guidance function is conceived (Shertzer and Stone, 1966):

1. Guidance is oriented toward cooperation, not compulsion. It is based on the recognition of the dignity and worth of the individual and his right to choose.

2. Guidance rests upon a comprehensive study of the individual in his society and is a function in which many people are active.

3. Guidance is an individualizing, personalizing, and socializing element in education. It exists to help the pupil realize and actualize his best self for his and society's benefit.

4. Guidance regards every child as a unique human being having varying needs. Some of these needs are common to his own age group and other needs are exceptional. Assistance is provided on the basis of recognizing individual differences.

5. Guidance is a continuous, sequential, learning process. Assistance is given to individuals in making wise choices, plans, interpretations, and adjustments.

Guidance as a Process

Since learning is an ongoing activity in which the pupil is continuously interacting with his environment, it is guidance as a process that activates inner forces that enable him to move forward in a number of directions. He is constantly perceiving, behaving, and becoming, hopefully becoming that which he is able to become. Important processes of personal development are thinking, feeling, searching for meaning, valuing, focusing, choosing, and becoming (Peters and Farwell, 1967). The guidance function mediates between these processes of the self and the world of reality.

The focus then of guidance is the self and the ultimate objective is self-fulfillment. Self-understanting, self-acceptance, and self-direction are necessary aspects of self-fulfillment. Guidance is a continuous process which enhances the individual in his growth toward maturity.

Guidance Services or Functions

The guidance point of view and the guidance process can best be understood through the operational part of the program sometimes called guidance services, guidance activities, or guidance functions. These services are grouped by some writers as (1) individual inventory (appraisal), (2) information services (educational-vocational and personal-social), (3) counseling (individually and in groups, (4) placement (within and outside the school) and follow-up, and (5) evaluation. This categorization of services was first used for

describing the guidance services in the secondary school.

In viewing elementary guidance it has become common to focus on the guidance functions which are part of the elementary school counselor's role. These guidance functions as they are frequently identified in the literature and in counselors' daily logs are (1) child study or appraisal, (2) consulting (with staff, parents, and community personnel), (3) counseling (individually and in groups), and (4) coordination (planning, orientation, referrals, etc.).

The five areas of teacher responsibility in guidance as identified by Witmer (1967) are: (1) personalizing teacher-pupil relationships, (2) creating a wholesome psychological environment, (3) understanding child growth and development, (4) individualizing curriculum content and instructional techniques, and (5) working as a team member in the organization and administration of the guidance program.

Guidance and Instruction

The whole educational process may be viewed as being implemented through three basic functions--administration, instruction, and guidance. Through administrative arrangements the teacher and learner are brought together in a physical environment presumed to be conducive to learning. Facilities, equipment, and curriculum materials provide the setting for the instructional and guidance functions to be activated.

Primarily responsible for the ordering of the environmental forces in the learning situation, the instructional function creates structure and sequence to the bodies of knowledge, skills, or content to

be learned, i.e., the learning is programmed. The individual is frequently conditioned to respond in predetermined ways. These planned experiences for transmitting societal expectations make up the instructional part of the curriculum.

In contrast to the conditioning of behavior or the communication of others' experiences, information, and conclusions to the individual, guidance is concerned with the individual's examination of his exoeriences and the process of forming conclusions about them (Tiedeman and Field, 1962). From a guidance point of view, the individual is not seen as a reactive being, but becomes an active being who is motivated from within to think, feel, and act. Internal forces are activated, inner controls are developed and the individual moves in a self-directed manner.

Guidance is viewed as part of the learning process, and consequently as leading to behavior change. However, these outcomes emerge primarily through the individual as an active being with internal growth forces that lead to self-discovery, development and release of potential. A unique characteristic of the guidance function is its focus on such affective domain objectives as attitudes, interests, values, and emotional sets to facilitate individual or self development.

What has been said regarding instruction and guidance, is that instruction centers on communication of societal expectations while guidance focuses on a unique self-development. The teaching process places more stress on the acquisition of concepts, facts, skills, and thought processes; whereas, guidance is concerned with the self, that is,

the self-concept, attitudes, feelings, values, needs, goals, or the affective domain of behavior. Teaching is largely conditioning, the latter liberating. Guidance is liberating in the sense that it reduces the impinging environmental forces while providing freedom for internal motivational forces to emerge.

Although the teacher is seen as the key guidance functionary within the educational structure, other guidance functionaries are needed to facilitate the learning process. Because the teacher is cast in this dual role of instruction and guidance and is limited by personal needs, time, skills, or training to adequately direct the learning for all pupils, his role needs to be complemented by a team of specialists. Some of these specialists assist him primarily in the instructional function and others in the guidance function.

NEED FOR ELEMENTARY GUIDANCE

When we consider the rationale for elementary guidance, we are looking at the whys and wherefores or for the fundamental reasons for establishing an organized program, rather than letting guidance be coincidental or left to happenstance. Hence we are attempting to develop a program of pupil services based upon the need for such services.

It seems to me that there are at least three bases for establishing an elementary guidance program. The first of these is philosophical, that is, what we believe about children, their growth and our role in facilitating that growth. The second basis is the psychological nature of children, their common and exceptional needs

for self development in a social setting. Third, a need for which the school must assume some responsibility is the urgency to remedy current social conditions through a strong preventive educational program.

Philosophical Bases

Commitment to the individual. A question which I frequently ask as a final examination question in an introductory guidance course is "What are children for?" This question scores a direct hit on our first basis for elementary guidance. When we answer the question of what children are and what we think they can be, we have a basis for planning appropriate learning experiences. However, frequently there is incongruence between what children can be and what we think they should be. Our expectations may be too low or they may be unrealistically high.

What I am talking about is a belief in children, that they are individually important as a person, not only as a learner of reading, writing, or arithmetic. How motivating it is to know that somebody cares! The school counselor is committed to the individual as a person in a way that no one else in the school is.

Search for meaning. One of my major concerns today is the apparent meaninglessness of much of life to our people, both young and old. Some are able to find meaning in spite of tragedy or wealth, others become alienated in the midst of material success and a secure life. That "man does not live by bread alone" seems to be as true today as it was when a teacher two thousand years ago spoke this profound truth.

The spirit of man and the spirit of the child cry out for life experiences that are worthwhile, which gives dignity to human life, that nurture the spirit of love and hope.

Why do most children appear to be so happy when they are at play? We may reply that they don't have a care in the world. I suspect it is more than this. Children when given the freedom to do so, create their own world of meaning. Play is their occupation which they have chosen, their means of communication. Play sometimes becomes more important than food or sleep, it is their reason for being.

I am not advocating nor does guidance advocate that the elementary school should become one grand play-school. The point I want to make is this. Let's examine what it is that is alienating our youth in elementary school. Why do they turn us off? Or conversely, what is it that causes children to be tuned in and turned on?

Life can hardly be meaningful to me when most of what I attempt to do is a failure, day after day I cannot comprehend the world around me, I have to exchange my dialect for another which I don't understand, adults around me seem more interested in things (like reading and arithmetic) than in me, people are not honest with themselves or others, I am afraid to respond for fear of what others or the teacher may say, the best grade I can ever make is a C no matter how hard I work.

I am convinced that guidance has the responsibility to make life more meaningful for elementary children. As mentioned earlier, one of the processes of guidance is to assist others in the search for meaning. This requires sensitivity on the part of teachers and guidance specialists,

a sensitivity to the attitudes, feelings, and values of children and a response to these affective forces in a way that makes their world more real to them. In their search for meaning, we must allow them to bring more of their world into the classroom or take the classroom to their world. This does not preclude the teacher or other staff person from intervening in that world through sharing part of himself and the larger world that he represents. However, once the teacher closes out the world of the child, he may destroy the only meaningful existence the child has at that moment.

Freedom to Grow. If we are to assist others in the search for meaning in life, we must then provide opportunity for children to explore, discover, choose, and act in directions that enable them to become responsible persons. This supposition of guidance is based on the recognition of the dignity and worth of the individual and his right to choose. Without the freedom to choose and behave in creative ways, there is little likelihood that the individual will become self-directed.

Much of the learning that occurs in the classroom is conditioned behavior where the learner is a respondent to stimuli and reinforcement. The adult acts and the child reacts. I am not saying that a good proportion of what seems necessary to learn, cannot be learned effectively in this way. However, children do need to be free to learn, free to act from inner forces rather than react primarily to environmental forces.

Each day in the classroom there are many situations in which children can be given opportunity to choose and be responsible for the

consequences of that choice. It is through the freedom to choose and experiencing the consequences of our own behavior that we become responsible, thus self-dependent or autonomous and more mature.

Opportunity for optimal development. The third philosophical base of guidance that I want to discuss is the right of every individual to develop to his maximum potential for his and society's benefit. This means that opportunity must be provided for each child to develop in his own unique way. The common and exceptional needs and characteristics need to be identified before the learning experiences can be made relevant to the learner. Traditionally the school has given primary emphasis to the child's intellectual development. From a guidance point of view, it is essential that the school assume more responsibility for facilitating and appraising the child's physical, social and emotional development.

Optimal development of an individual's potential comes about through the individualization of instruction. As the status and needs of the individual are appraised, the instruction is individualized to enable the child to discover, develop and release his potential. Past and present efforts to improve individualization include departmentalization, elimination of grade levels in elementary schools, team teaching, and employment of teacher aids; programmed learning, language laboratories, acceleration, and enrichment.

Psychological Bases

Perhaps the strongest rationale for elementary guidance is derived from the behavioral sciences, particularly several branches of psychology such as child psychology, abnormal psychology, developmental psychology, and the psychology of individual differences.

Individual differences. In order to use a systematic approcah to the study of each child, the concept of individual differences must be applied. In some ways each child will be like all the other children his age, but in many ways he will be different from the group. The staff must discover the normative patterns for the group and the unique pattern of development, values, and behaviors for each child. An individual's abilities, achievements, interests, and personality development are studied for strengths and limitations. This data assists the staff in understanding children and in planning curriculum experiences.

Developmental needs of all pupils. The guidance process is concerned with facilitating the development of coping behavior to enable the individual to deal effectively with biological, psychological, social needs and demands. He must be helped to develop behaviors which allow him to exercise control of himself and his world or to handle his emotions when control is not possible. The school needs to know the pattern of normal development for each age level, but it also needs to know the actual development of each child.

The developmental tasks which culture and growth impose upon an individual have been investigated by Havighurst (1953). He offers the

following developmental tasks for middle childhood.

1. Learning physical skills necessary for ordinary games.
2. Building wholesome attitudes toward oneself as a growing organism.
3. Learning to get along with age-mates.
4. Learning an appropriate masculine or feminine social role.
5. Developing fundamental skills in reading, writing, and calculating.
6. Developing concepts necessary for everyday living.
7. Developing conscience, morality, and a scale of values.
8. Achieving personal independence.
9. Developing attitudes toward social groups and institutions.

Another approach to understanding behavior is to view the individual as having growth needs, both physiological and psychological. Maslow (1954) has identified needs in order of strength and priority. The needs in hierarchical order are: physiological, safety, love, and self-actualization (becoming what one is able to become).

This needs approach includes some assumptions of significance to guidance (Meeks, 1968, p. 41):

1. No psychological health is possible unless the self is fundamentally accepted, loved, and respected by others and by oneself.
2. The process of growth is the process of becoming a person.
3. Immaturity from the motivational point of view is the process of gratifying the deficiency needs in their proper order.
4. If man's lower order needs are satisfied, his motivation will focus on self-actualization.

Exceptional needs. The developmental needs were said to be common needs of all children. In addition to these developmental needs which all children have, many children have exceptional needs which require special attention or services if each child is to be given the opportunity to develop his full potential. The guidance process becomes important in the identification of these exceptional needs. Children identified as having special needs may be grouped as follows:

1. Gifted and talented.
2. Slow learners and the mentally handicapped.
3. Emotionally disturbed.
4. Physically handicapped, visually handicapped, speech handicapped, and hearing handicapped.
5. Learning disabilities.

When the above needs of exceptional children have been identified, appropriate curriculum experiences must be planned. In addition to the appraisal, information, and placement services necessary for guidance of the exceptional, individual or small group counseling is essential. Frequently these children have self-defeating attitudes which inhibit the growth processes. It is crucial that the child participates in his own guidance process.

Learning difficulties.

A very common need for guidance results from the learning difficulties which children have with their school subjects. Poor achievement and underachievement are among the most frequent reasons for teachers referring a child to a school counselor. Of all the factors which inhibit school achievement, reading is perhaps the most prevalent,

although this may be only a manifestation of emotional problems which are present in at least 75 per cent of the cases of reading retardation. It becomes part of the guidance function to make a clinical appraisal of the child and his difficulty, make tentative interpretations regarding the causes, and prescribe possible means of remediation.

If a guidance specialist such as a school counselor is on the staff, he will oft times involve the child in the appraisal process. Through counseling the child becomes a key person in the problem-solving, thus working out alternate courses of action that are available to him.

Behavior and adjustment problems. Along with learning difficulties, behavior and adjustment problems of children are common concerns of teachers, parents, and the children themselves. Behavioral concerns of elementary pupils as viewed by teachers and others may be categorized in the following way: (1) social problems with peers, siblings, including aggressive, submissive behavior; (2) conflicts with authority figures including teachers, parents , such as defiant or submissive behavior; (3) overt behavioral manifestations such as tics, nail-biting, thumb-sucking, toilet problems, exhibitionism, phobias, speech peculiarities, other bizarre behaviors.

It is a guidance function to become aware of such behavior and adjustment problems which children have in coping with their world of reality. The teacher can develop a clinical understanding of this behavior, but just as important is the therapeutic understanding which is so necessary to communicate to the child. The latter understanding implies unconditional acceptance of or positive regard for the child as a person by the teacher who is honest in his relationship with children, but who

is always sensitive as to how his behavior affects others. A school counselor because of his training and time can be a significant person on the school staff to involve pupils directly in working through their difficulty or assist teachers to restructure the environment in the classroom.

Social Conditions

Culturally disadvantaged. Underlying the needs of a large percentage of the pupil population of the United States, is the condition of poverty, rural and urban especially among minority groups. According to Orshansky (1963), approximately 17 million children under 18 years of age are living in poverty. This is more than one-fifth of all families with children. On the basis of this data it appears that in 1961 about a fourth of all American children were growing up in families whose incomes were clearly inadequate to meet their basic needs.

Probably no other group in America has greater needs that are unmet than the culturally disadvantaged children. Witmer (1967) in a study which had a representative sample of teachers from the state of Florida, found that teachers in schools with a high percentage of economically deprived pupils ascribed significantly greater value to guidance principles and practices than teachers in schools with a low percentage of economically deprived pupils. Not only was there evidence that the guidance needs were greater, but were different than the needs in advantaged schools.

The following factors represent the areas in which the economically deprived are educationally disadvantaged: (1) language factors, (2)

learning patterns, (3) readiness for instruction, and (4) school behavior. While the disadvantaged may dislike school, there is a good deal of evidence to show that they have a much more positive attitude toward education than is generally believed.

Any compensatory education program for the culturally disadvantaged should include full provisions for the guidance services which assess their specific needs, plan for their fulfillment, and encourage a flexible learning environment which is perceived as friendly and safe rather than alien or hostile. A full time counselor assigned to the building is needed if parents and teachers are to become involved in the guidance function.

Dropouts and unemployment. Although the percentage of students dropping out of school has steadily, but slowly declined, the number who still do not complete their education is staggering. The number of youth who drop out of school each year is nearly one million. Thirty to 40 per cent of all students who begin high school fail to complete it. In the larger American cities the dropout rate has been estimated to be 50 per cent, particularly in the areas where there is a concentration of culturally disadvantaged families. Conant (1962, p. 2) has referred to this problem as "a serious threat to our free society" and as "social dynamite."

The dropout problem is best approached through a preventive program in the elementary school. Potential dropouts can be identified and compensatory education programs begun. Such problems as excessive absence, failure in school subjects, little interest in school activities, and minimal family involvement can be attacked by the team approach

composed of the instructional staff and guidance specialists.

Unemployment among youth can be decreased if they are more adequately prepared and possess more positive attitudes toward work. Meaningful work study programs at the high school level should be encouraged along with the expansion of vocational and technical training. At the elementary level there seems to be growing support for integrating vocational development materials into the curriculum.

Crime and juvenile delinquency. In the cities, suburbs, and rural areas of the United States, crime increased an average of 17% during the first six months of 1967 when compared to the corresponding period in 1966. This upward trend was consistent for all geographical areas of the country without much difference between urban, suburban, and rural areas.

Juvenile delinquency has been on the rise. Several years ago more than 750,000 were seen in juvenile courts in the country with three times this number having some police contacts.

School personnel are in a strategic position to help the delinquent prone to find more positive directions for themselves. Through the guidance services, help can be given to provide diagnosis and treatment. From a developmental point of view, more healthy growth producing experiences can be provided.

Mental illness. The mental health movement has had its impact upon the guidance function in education. With one-half of the hospital beds in our country occupied by persons who are mentally ill and one in ten of us predicted to become mentally ill at some period in our life, it is mandatory that the elementary school review the entire educational

process for its influence upon the mental health of children during these six or seven very crucial years in the emotional-social development of children.

I view mental health as a process as well as a product, and as a process it is not a thing to be taught but a process to be engaged in. It is something that occurs in the context of the moment by moment activities of the classroom and in the interaction between pupils and personnel in the school. If most of the child's efforts in school result in failure, it is not likely that efforts to change his mental health will be successful. Through the guidance function appraisal can be made of the impact of the school forces on the mental health of children. A developmental-preventive and remedial program can then be planned. The most powerful force for promoting mental health in the schools is the psychological climate created through meaningful human relationships.

Research

There is an expanding body of research based on the perceptions and opinions of teachers, principals, and counselors, which supports the need for a planned guidance program in the elementary school. The conclusions drawn from these studies are listed below and provide a basis for a rationale for guidance in the elementary school:

1. On the whole the teachers see the need for specialized guidance services at the elementary school level. The value of guidance services, tools, and techniques is recognized even though little use may be made of them. It is evident that a more extensive and more adequate use can be made of the guidance practices if there is a planned program of guidance which encompasses all grades from kindergarten through twelfth grade (Boyd, 1953; Hulslander, 1954; Southern States Work Conference, 1956; Williams, 1957; Bosdell, 1958; Young, 1962;

Muro, 1965; Brown and Pruett, 1967; Witmer, 1967).

2. There is also recognition by the teachers that an elementary school counselor or some other pupil personnel specialist is required to implement the guidance program (Williams, 1957; Brown and Pruett, 1967; Witmer, 1967).

3. Teachers, for the most part, are inclined to accept their own guidance responsibility. When teachers are asked to assign responsibility for guidance functions, a significant percentage of them assign one-fourth to two-thirds of the guidance practices to the classroom teacher (Williams, 1957; Hansen, 1963; Brown and Pruett, 1967; Witmer, 1967).

4. The teacher sees her own role in the guidance program as one of identifying pupil needs and problems, serving as a source of personal information for pupils, working with pupils having learning or adjustment difficulties, working with the home, and making referrals (Boyd, 1953; Hansen, 1963; Brown and Pruett, 1967; Witmer, 1967).

5. The guidance role of the teacher as perceived by administrators and guidance personnel is one of providing information to pupils, using group techniques to help pupils secure better understanding and social adjustment; orientation of pupils to school purposes, rules, and facilities; appraisal of pupil development and behavior, and referral of pupils within the school system. There are those who stress the teacher's role as including some responsibility for counseling (Wrenn, 1962; Nitzschke, 1964; Raines, 1964).

6. Teachers report that counselors give them the most help by testing individual pupils, counseling with pupils individually, helping with classroom problems, and participating in parent conferences; also that counselors should work with small groups, in research, and in the organization and administration of the guidance program (McCreary and Miller, 1966; Brown and Pruett, 1967; Witmer, 1967).

7. The role of the counselor as perceived by administrators and guidance personnel is one of identifying pupils with special needs and problems, counseling with pupils who have learning and behavior problems, consulting with teachers regarding appraisal techniques and the understanding of child behavior, consulting with parents concerning their child's problems, and administering the guidance program (Hart, 1961; McDougall and Reitan, 1963; Nitzschke, 1964; Raines, 1964; Foster, 1965).

8. Teachers, administrators, and guidance personnel report that a major function of the counselor is to counsel with pupils that have learning, physical, social, and emotional problems

(Hart, 1961; McKellar, 1963; McDougall and Reitan, 1963; Foster, 1967; Witmer, 1967).

DEVELOPMENTAL OR REMEDIAL GUIDANCE

The two general strategies which can be employed to implement basic guidance concepts are developmental guidance and remedial guidance. Preventive guidance is sometimes added as a third strategy, but this overlaps with the developmental strategy to the extent that I will consider them as essentially the same.

The following principles of developmental guidance have been modified from Dinkmeyer's (1968, pp. 2-3) list:

1. Developmental guidance is for all children, not merely the deviate.
2. It is an organized effort of the school to help the child develop his maximum potential, both intellectually and socially.
3. The teacher is a key person in performing certain guidance functions.
4. Although guidance may be incidental, it functions best as a planned program providing continuous assistance to the child during his school experiences, helping him to accomplish tasks which lead to cognitive and affective development.
5. A guidance program is most effective when a team approach is used. Cooperation between the teacher, counselor, parent, administration, and community personnel is essential.
6. It emphasizes purposeful and meaningful learning experiences.
7. It discovers and encourages the child's assets, shows faith in him, and recognizes his strengths and efforts.

In many school settings the developmental strategy may be implemented almost entirely by the teacher. For the counselor developmental guidance may be more of an ideal rather than a realistic goal because of the immediate needs of children in the school community. Many counselors

in reality find that the majority of their time is devoted to remedial guidance.

Remedial guidance focuses on deficiency needs rather than growth needs. It is problem-centered and crises oriented toward children who have serious learning difficulties and behavior problems. Only a limited percentage of the total student population is involved in the organized guidance effort through diagnosis, counseling, consultation, and group guidance. It is apparent to me that the counselor will need to employ both strategies as the local situations call for it.

DEVELOPING A GUIDANCE PROGRAM

Rationale and Strategy

In my discussion of a rationale for guidance in the elementary school, I have tried to show how guidance and instruction are interrelated, each complementary to the other. Many people are involved in this guidance function when one includes the child, the parents, teachers, administrators, and pupil personnel specialists, specifically the school counselor.

In initiating or improving a guidance program, it is important that a rationale (whys and wherefores) be established at the local school level. A program that is described in a publication or heard about in a place such as Hooterville, cannot be plugged in to your school system. Guidance just doesn't work that way since it should always be sensitive to the needs of a defined population of children. Because guidance is committed to the individual and his personal fulfillment in a meaningful life, I find that it is continuously creating, open-ended, ever-changing

and exciting. It requires faith, commitment, and responsibility for child and adult alike.

As you plan a developmental and remedial strategy of guidance contemplate the following three questions before establishing functions:

(1) What are our children for (philosophical beliefs)?

(2) What are our children's needs (physical and psychological)?

(3) What impact is our intervention having upon our children (personal meaning and social competence)?

A systematic effort to answer the above questions will provide data or a rationale upon which you can build a viable guidance program.

Team Approach

Having established a rationale for your guidance program, you are then faced with implementing the objectives which presumably have been arrived at through a cooperative staff endeavor. As mentioned previously, guidance is not a one man band, but a symphony of many persons. Although there is not complete agreement at any national level on the guidance role of individual school personnel, there can be an understanding at the local level regarding the guidance responsibilities of each team member.

Essential to the introduction and improvement of an organized guidance program is administrative leadership and support. An elementary school counselor, preferably at the building unit level, needs to provide the technical know-how and coordinate the efforts of the team. The key person in implementing the guidance program will be the classroom teacher. His role has to be given a central position in developing a team approach to elementary guidance since his almost infinite number of

interpersonal interactions with pupils makes him responsible for creating a psychological environment which either facilitates or inhibits learning and individual development.

In closing let me say that the elementary school is in a unique position in our society as the only social institution which has as its membership essentially all of the children of America. Children from all cultures, socio-economic levels, ethnic and racial groups are participants in the educational process of the school.

How potent is the elementary school in the guidance process of child growth and development? The elementary guidance function can engage the school in a continuous process which individualizes and personalizes education. A prime person for facilitating this process is the elementary school counselor. Because of his background in the behavioral sciences and his skill in human relations, the school counselor is able to assess the impact of the school and serve as a catalyst for clarification of the character of the school as an effective community for developing healthy youngsters.

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